


## U.S. Government Curriculum Bundle #4

Title		Suggested Dates
Legislative Branch and Executive Branch	 	Semester 1 – Oct. 25 – Nov 12 (14.5 days) Semester 2 – March 21 – April 15 (20 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> <li>Government policies can affect physical and human characteristics of places and regions positively and negatively for individuals, groups, and the environment.</li> <li>The legislative process is defined by the U.S. Constitution and developed over time through actual practice.</li> <li>Article 2 of the U.S. Constitution defines the structure and function of the executive branch but actual practice, and especially presidential precedent, has changed the role and power of the executive branch over time.</li> </ul>	<ul style="list-style-type: none"> <li>How can government policies affect the physical and human characteristics of places and regions?</li> <li>How effective is the legislative process and its resulting legislation?</li> <li>What is the structure and function of the executive branch and how has its role and power changed over time?</li> </ul>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<b>Legislative Branch</b>		
<p><b>GOV.5 Geography. The student understands how government policies can affect the physical and human characteristics of places and regions. The student is expected to:</b></p> <p>GOV.5A analyze and evaluate the consequences of a government policy that affects the physical characteristics of a place or region; and</p>	<ul style="list-style-type: none"> <li>Eminent domain – right of the government to take private property and use it for public good.</li> <li>Consequences – citizens have to give up their land to the government for the market price of the land not any buildings or businesses on the property</li> </ul>	
<p><b>GOV.5 Geography. The student understands how government policies can affect the physical and human characteristics of places and regions. The student is expected to:</b></p> <p>GOV.5B analyze and evaluate the consequences of</p>	<ul style="list-style-type: none"> <li>Illegal immigration – Without permission from the government one can not live in the United States or become citizens</li> <li>The Threat of Terrorism – its affects both foreign and domestic (i.e. Patriot Act, DHS, and DIA) as well as physical</li> </ul>	

## U.S. Government Curriculum Bundle #4

<p>a government policy that affects the human characteristics of a place or region</p>	<p>and cultural practice changes at airports and other transportation depots, as well as large public venues such as concerts and athletic events.</p> <ul style="list-style-type: none"> <li>• Consequences – How the environment will be altered to keep out illegal immigration from Mexico, the dependency of the American economy on unofficial immigration, and burden on the education system and social services</li> </ul>	
<p><b>GOV.6 Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to</b></p> <p>GOV.6A analyze government policies that influence the economy at the local, state, and national levels;</p>	<ul style="list-style-type: none"> <li>• Grants</li> <li>• Unfunded mandates</li> <li>• Federal taxes on businesses and personal income</li> <li>• Tax exemptions for businesses</li> <li>• Governmental Fines, Fees, and Services</li> <li>• The effects of Federal Budgeting on State and Local Budgeting</li> </ul>	<p><a href="http://www.senate.gov">www.senate.gov</a>  <a href="http://www.house.gov">www.house.gov</a>  <a href="http://www.thomas.loc.gov">www.thomas.loc.gov</a></p>
<p><b>GOV.6 Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to</b></p> <p>GOV.6B identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy; and</p>	<ul style="list-style-type: none"> <li>• Taxation – Takes money from personal income and citizens don't have money to buy consumer goods</li> <li>• Taxation comes from taxpayers to pay for defense, education, entitlements (welfare, social security, Medicare, Medicaid)</li> <li>• Executive branch creates the budget; legislative branch (with its own budget) must approve the budget. The two branches must work together to achieve compromise. Also influence of the OMB and CEA on the process.</li> </ul>	
<p><b>GOV.9 Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</b></p> <p>GOV.9A analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;</p>	<p><i>Bicameral Structure of Congress</i></p> <ul style="list-style-type: none"> <li>• Bicameral legislature – 2 house legislature, Congress is divided into House of Representatives and Senate</li> </ul> <p><i>Role of Committees</i></p> <ul style="list-style-type: none"> <li>• Committees – subgroup of Congress. Units are devised to reduce the number bills and allow representatives to develop expertise and make recommendations in their given areas before a bill is submitted to a general session of Congress. The purpose is to streamline the passage of a bill into law.</li> </ul>	<p><a href="http://www.youthleadership.net">www.youthleadership.net</a></p> <p>Movie: Mr. Smith Goes to Washington</p>

## U.S. Government Curriculum Bundle #4

	<p>Types of committees may include sub committees, conference committees, and differences in the scope, influence and power of different committees in each of the two houses.</p> <p><b><i>Procedure for Enacting Laws</i></b></p> <ul style="list-style-type: none"> <li>• How a bill becomes a law –a law is proposed by a member of Congress in one of the houses, goes through committees and is voted on. If approved, it goes to the other house and goes through the same process. From there it goes to the President to be signed or vetoed. If it is signed it becomes a law, if not, it can go back to the Legislative Branch to get approved to become a law by <math>\frac{3}{4}</math> vote of the Legislative Branch. Presidential choice includes pocket veto and signing statements.</li> </ul>	
<p><b>GOV.9 Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</b></p> <p>GOV.9G explain the major responsibilities of the federal government for domestic and foreign policy;</p>	<ul style="list-style-type: none"> <li>• Domestic policy – health care, education, child care, and regulation of business and industry</li> <li>• Foreign policy – Any action affecting a country’s relations with other countries. It includes policies about trade and national security. Americans have sought to either isolate themselves or play a prominent role in world trade and affairs.</li> </ul>	<p><a href="http://www.congressproject.com">www.congressproject.com</a></p>
<p><b>GOV.9 Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</b></p> <p>GOV.9H compare the structure and functions of the Texas state government to the federal system; and</p>	<p><u>State Government</u>– regulate trade and business within the state, pass license requirements for professionals, regulate alcoholic beverages, conduct elections, establish public school system, enacting uniform marriage and divorce laws, and setting up units of local government within the state</p> <ul style="list-style-type: none"> <li>○ Legislative (Senators and Representatives) – makes the laws</li> </ul> <p><u>Federal Government</u> – coin money, raise and maintain armed forces, power to regulate immigration, regulate foreign trade, acquire territory, treaty making powers, and declare war</p> <ul style="list-style-type: none"> <li>○ Legislative (Senators and Representatives)– makes the laws</li> </ul> <p>Concurrent Powers – Levy and collect taxes, borrow money, establish courts, define crimes and set punishments, claim private property for public use</p>	<p><a href="http://www.capitol.state.tx.us">www.capitol.state.tx.us</a></p>

## U.S. Government Curriculum Bundle #4

<p><b>GOV.14 Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:</b></p> <p>GOV.14D analyze the role of each branch of government in protecting the rights of individuals;</p>	<ul style="list-style-type: none"> <li>• <b>Legislative Branch</b> – passed the Civil Rights Act of 1964 (ended discrimination of service on grounds of race, color, religion, or national origin)</li> </ul>	
<p><b>GOV.15 Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:</b></p> <p>GOV.15B evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good;</p>	<ul style="list-style-type: none"> <li>• <b>Eminent Domain</b> –Power of a government to take private property for public use</li> </ul>	
<p><b>GOV.15 Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:</b></p> <p>GOV.15C evaluate whether and/or when the rights of individuals are inviolable even against claims for the public good; and</p>	<ul style="list-style-type: none"> <li>• Eliminate slums</li> <li>• Build highways, schools and other public works.</li> <li>• Condemn homes in certain neighborhoods for private development in hopes of boosting tax revenue and improving the local economy</li> </ul>	
<p><b>GOV.15 Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:</b></p> <p>GOV.15D analyze the consequences of political decisions and actions on society.</p>	<ul style="list-style-type: none"> <li>• Reorganizing congressional districts</li> <li>• Invade another country</li> </ul>	
<p><b>GOV.19 Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations. The student is expected to:</b></p> <p>GOV.19A identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication</p>	<ul style="list-style-type: none"> <li>• NASA</li> <li>• Internet</li> <li>• Texas Medical Center and the cure for cancer</li> </ul>	

## U.S. Government Curriculum Bundle #4

<p>technologies; and</p>		
<p><b>GOV.19 Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations. The student is expected to:</b></p> <p>GOV.19B analyze how U.S. government policies fostering competition and entrepreneurship have resulted in scientific discoveries and technological innovations.</p>	<ul style="list-style-type: none"> <li>• Congress issues patents, trademarks, and copyrights</li> </ul>	
<b>Executive Branch</b>		
<p><b>GOV.9 Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</b></p> <p>GOV.9B analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments;</p>	<p><i><b>Constitutional Powers of the Presidents:</b></i></p> <ul style="list-style-type: none"> <li>• Commander in Chief, Chief Legislator, Chief of State, Foreign Policy Leader, Chief of Party, Chief Agenda Setter, Chief Citizen, Chief Executive, and Chief Diplomat.</li> </ul> <p><i><b>The Growth of Presidential Power:</b></i></p> <ul style="list-style-type: none"> <li>• Executive orders, executive privilege, executive decision</li> <li>• Power has grown because the president is the single commanding head of a branch of government. Increasingly complex social and economic life has demanded that the president play a larger role. Need for extraordinary and decisive action requires the president to act when necessary.</li> </ul> <p><i><b>The Role of the Cabinet and Executive Departments</b></i></p> <ul style="list-style-type: none"> <li>• Administrative heads of departments. As a group, they are the advisors to the President. The size has grown. Other advisory entities have expanded from Andrew Jackson’s kitchen cabinet to include the Executive Staff, EOP, CEA, OMB,</li> </ul>	

## U.S. Government Curriculum Bundle #4

	<p>NSC, and DHS</p> <p><i>The Special Uses of Presidential Power</i></p> <ul style="list-style-type: none"> <li>• Emergency Powers, War Powers, Patriot Act, and Department of Homeland Security Abuses of Executive Power</li> <li>• Censure and Impeachment, “High Crimes and Misdemeanors” Censure of Andrew Jackson, and Impeachment but non-removal of Andrew Johnson, and Bill Clinton.</li> </ul>	
<p><b>Social Studies Skills TEKS</b>—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		
<p><b>GOV.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>GOV.21B create a product on a contemporary government issue or topic using critical methods of inquiry;</p>	<p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• Write a bill</li> <li>• Use internet sources, research interest groups</li> </ul>	<p>Go to PISD website, click Staff tab for the following resources. See your librarian for login information.</p> <p>Encyclopedia Britannica EBSCO Databases netTrekker Free Music Library <a href="http://Maps101.com">http://Maps101.com</a> UnitedStreaming.com Search for various video topics. <a href="http://www.teach-nology.com">www.teach-nology.com</a></p>
<p><b>GOV.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>GOV.21F use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>		
<p><b>GOV.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>GOV.21D create written, oral, and visual</p>	<p><b>Some suggestions (2 to 4 times a semester):</b></p> <ul style="list-style-type: none"> <li>• projects including writing a bill, other projects, essays, power point presentations</li> </ul>	

## U.S. Government Curriculum Bundle #4

<p>presentations of social studies information.</p>		
<p><b>GOV.23 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</b></p> <p>GOV.23A use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</p>	<p>Students must successfully complete at least one Web Quest each semester in groups of 4 to meet TEKS 23.A and B. A list of possible Web Quests is available on the PISD Social Studies Resources page as well as in Campus Share/Curriculum/Social Studies</p> <ul style="list-style-type: none"> <li>• consider a bill</li> <li>• determine a party affiliation</li> </ul>	
<p><b>GOV.23 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</b></p> <p>GOV.23B use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>	<ul style="list-style-type: none"> <li>• consider a bill</li> <li>• determine a party affiliation</li> </ul>	